Lisa Jones and Nicole Gilbert

**Topic:** Severe Weather (Flickr Storm Lesson)

**Content Standards:**

SC Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena.

4-4.4 Summarize the conditions and effects of severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) and related safety concerns.

SC Standard 6-4: The student will demonstrate an understanding of the relationship between Earth’s atmospheric properties and processes and its weather and climate.

6-4.4 Summarize the relationship of the movement of air masses, high and low pressure systems, and frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather conditions.

**ISTE Standards:**

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**Essential Question:**

How do storms affect people’s lives?

1. **Mini lesson** 
   1. The teacher displays the essential question and reads *Storms* by Seymour Simon. As the teacher reads, she guides students in a discussion of these content questions:
      * What causes tornadoes to form? hurricanes? thunderstorms?
      * What are the characteristics of each storm?
      * What affects do storms have on people?
      * What are the safety concerns and procedures?
   2. The students view pictures in a gallery that the teacher has created using [www.flickr.com](http://www.flickr.com) . The pictures show storms building, actual storms and the aftermath of different storms. Some of the pictures are geotagged so that the class can discuss the location of storms. <http://www.flickr.com/photos/63278381@N03/galleries/72157626806403528/#photo_5669323600>
   3. Students will take notes in their Weather Folders, distinguishing between the features of each type of storm.
2. **Team Work**
   1. The teacher divides students into teams of 4. Each team is assigned a type of storm. The teams are assigned the task of creating a new gallery for their assigned storm. Students use pictures from the teacher's Storm gallery. Teams make comments should describe what students see and should address the content questions.
   2. The teacher distributes the checklist and explains how students will use it to guide their work and how the assignment will be graded.
   3. The teacher helps students as needed with creating galleries and with the writing and posting of comments in the Tornado Gallery.
3. **The Audience’s Responses**
   1. The class will view each gallery, and each team will share their comments.
   2. A link to the galleries will be posted on the class blog so that parents, teachers and administrators can read comments.

**Assessments:**

1. Checklist
2. Teacher observations of discussions

**Resources and Materials:**

1. Computer with internet connection
2. Computer microphone
3. *Storms* by Seymour Simon
4. Folders containing notes on tornadoes
5. Pencils
6. Writing notebooks
7. Checklist (see page 3)

**Project: Storms Flickr Gallery**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assigned Storm: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Your team will be creating a gallery for your storm. Use the pictures from the teacher's Storms Gallery. The team then needs to add a comment to each picture. Each of these questions needs to be answered somewhere in your gallery.

•What causes the storm to form?

•What are the characteristics of the storm?

•What affects does the storm have on people?

•What are the safety concerns and procedures for this storm?

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| **CATEGORY** | |  | **Student’s Responsibilities Teacher’s Evaluation** | | | |
|  | | | | | | |
| Content |  | | | My team’s gallery contains a variety of pictures  that help to explain about our storm. |  | |
|  |  | | | My team answers each of the content questions  somewhere in the gallery. |  | |
|  |  | | | My team posted a comment for each picture and  describes what is happening in each picture. |  | |
|  |  | | | Each member of my team was involved in writing  the comments. |  | |
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|  | | | | | | |
| Organization |  | | | Our pictures are arranged in a way that helps  explain our storm. | |  |
|  |  | | | Each of our comments has a meaningful heading. | |  |
|  |  | | |  | |  |
|  | | | | | | |
|  |  | | | My team organized our ideas so they made sense to  others. | |  |

<http://pblchecklist.4teachers.org>